



JENNIFER M. GRANHOLM  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

February 4, 2009

**MEMORANDUM**

**TO:** Intermediate Local School District Superintendents  
Local School District Superintendents  
Public School Academy Administrators  
Public School Academy Authorizers  
Principals

**FROM:** Sally Vaughn, Ph.D. *Sally*  
Deputy Superintendent/Chief Academic Officer

**SUBJECT:** Public Input on the Michigan School Accreditation System

In March 2002, the State Board of Education approved "Education YES!—A Yardstick for Excellent Schools" as the state's accreditation system to provide a means of setting standards for continuous school improvement and measuring the need for support and intervention for schools. Since 2002, the State Board has made significant policy changes that resulted in the Michigan Merit Exam, expanded indicators for the School Improvement Framework self-assessment, MI-Access for students with special needs, testing in grades 3-8, and inclusion of a growth model. In addition to policy changes, educators, parents, and employers have identified concerns with the system and made numerous recommendations to make it more understandable and transparent.

A stakeholder group worked with staff from the Michigan Department of Education (MDE) to develop a recommendation that will redesign the annual school accreditation report and replace it with the Michigan School Accreditation System (MI-SAS). The redesign recommendation has been presented to the Superintendent for Public Instruction and to the State Board. MDE is required to send the new standards out to all public schools and to gather input, incorporating changes as needed, before bringing the final MI-SAS standards back to the State Superintendent and State Board for approval.

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The deadline for gathering public input is March 6, 2009. The document describing MI-SAS, a PowerPoint overview, and details for providing input are attached. You may access these documents on line as well as a video describing MI-SAS at: (<http://www.michigan.gov/MI-SAS>). Please take the time to review the MI-SAS information and share your thoughts via an online survey. If you have additional questions, please send them to [MISASquestions@michigan.gov](mailto:MISASquestions@michigan.gov). We will respond to questions with a podcast and publish both questions and answers at the MI-SAS information website: ([www.michigan.gov/MI-SAS](http://www.michigan.gov/MI-SAS)).

Attachments:

- Michigan's School Accreditation System: From Education YES! To MI-SAS
- MI-SAS PowerPoint
- Schedule for Public Input

## **PUBLIC INFORMATION AND INPUT FOR MI-SAS**

### Statewide Meetings:

Michigan Association of School Administrators Conference  
January 28-30, Kalamazoo Radisson

Middle Cities Task Force Meeting  
February 4, 2009

Michigan School Testing Conference  
February 23, 2009

### Information and Input website

<http://www.michigan.gov/mi-sas>

- Document: From Education YES! To MI-SAS
- Video Presentation
- PowerPoint overview
- Survey

[misasquestions@michigan.gov](mailto:misasquestions@michigan.gov)

- Send additional questions
- Podcasts will be posted to respond
- Questions and answers will be posted

**Deadline for Public Input is March 6, 2009.**



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**Michigan's School Accreditation System:  
From Education YES! To MI-SAS**

**Background**

In March 2002, the State Board of Education approved "Education YES!—A Yardstick for Excellent Schools" as the state's accreditation system to provide a means of setting standards for continuous school improvement and measuring the need for support and intervention for schools. Michigan's initiation of this accreditation system was concurrent with passage of No Child Left Behind (NCLB), which required states to have an accountability system. As a result, Education YES! has been Michigan's method to align state and federal requirements by blending state accountability and adequate yearly progress (AYP) reporting for NCLB.

Since 2002, the State Board has made significant policy changes that resulted in the Michigan Merit Exam, expanded indicators for the School Improvement Framework self-assessment, MI-Access for students with special needs, testing in grades 3-8, and inclusion of a growth model. In addition to policy changes, educators, parents, and employers have identified concerns with the system and made numerous recommendations to make it more understandable and transparent.

As a result, the Michigan Department of Education (MDE) staff determined a major redesign of the current system was needed. A stakeholder group was convened to evaluate the current system, review the statutory basis for school accreditation, and make recommendations for a redesigned system of state school accreditation.

The redesign team, which met regularly for over a year to complete its work, analyzed the current system and identified the following concerns with Education YES!:

- Consequences of Michigan accreditation and NCLB AYP are not aligned.
- It shifts emphasis from Michigan to federal requirements.
- Its grading structure uses the federal AYP status to lower the Michigan accreditation status.
- It needs additional clarity, usefulness, and credibility.
- Educators, parents, and employers want and deserve an understandable one-stop information system.

In analyzing NCLB requirements, the team determined that Education YES! failed to distinguish between schools making progress by missing one or two of the 40-plus requirements from those not making progress and missing many or most of the requirements. The team concurred that Michigan needed a system that could make

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such distinctions as a means to identify schools most in need of interventions and support services.

The proposed redesign, the Michigan School Accreditation System (MI-SAS), addresses these concerns. It makes Michigan standards the primary determinants for the state's accreditation system. It recognizes academic progress in all core subjects, recognizes fifth and sixth year graduation rates as successes, and enables schools to calculate their own accreditation status. Using a "dashboard" display rather than a single letter grade, MI-SAS provides greater credibility, more transparent accountability, and increased usefulness to those interested in the continuous improvement of Michigan schools. The MI-SAS will include a school's accreditation status, as well as its AYP status as required by NCLB. This will provide both state and federal data to identify those schools that merit the highest priority for support and intervention.

### **PROPOSED REDESIGN: MICHIGAN SCHOOL ACCREDITATION SYSTEM (MI-SAS)**

The MI-SAS is based on student achievement and compliance with Michigan statute. These components are combined to assign an Annual State Accreditation Status to each school. To provide educators, parents, and employers with a complete picture of the school, additional information about the school and its district, community, and the state is included as part of the "dashboard" display.

Each of these four elements is described below:

- 1) Student Achievement,
- 2) Compliance with Michigan Statute,
- 3) Annual State Accreditation Status, and
- 4) Additional School, District, Community, and State Information.

#### **1. Student Achievement.**

MI-SAS sets standards for accreditation that demonstrate students are achieving at appropriate levels. Measurement of student achievement includes three components:

- Proficiency (elementary, middle, and high schools)
- Performance Level Change (elementary and middle school with annual grades 3-8 assessments)
- Provisionally proficient on the Michigan Merit Exam (high schools with 11<sup>th</sup> grade assessment)

##### Proficiency.

State standards for proficiency in core curriculum subjects are used to determine the accreditation status for all elementary, middle, and high schools. Based on assessment data for the four core subject areas of English language arts (reading and writing), mathematics, science, and social studies, a school's accreditation status is determined to be "summary accredited," "interim status," or "unaccredited" (Section MCL 380.1280 of the Revised School Code).

MI-SAS establishes the following proficiency standards to determine a school's accreditation status:

- ACCREDITED: No more than one subject below 60% proficient and no subjects below 35% proficient.
- INTERIM STATUS: Two or more subjects lower than 60% proficient but not lower than 35% proficient.
- UNACCREDITED: One or more subjects lower than 35% proficient.

The measures of student achievement include the Michigan Educational Assessment Program (MEAP), the Michigan Merit Examination (MME), and MI-Access (Michigan's alternate assessments for students with disabilities). The assessment data used to determine a school's accreditation status will use only the scores of students at the school for a full academic year prior to the assessment. Since the MEAP assessment (elementary and middle school) is given in the fall and covers content learned the previous year, feeder codes will be used to attribute the students' scores to the school attended during the prior school year. In contrast to federal AYP requirements, MI-SAS does not cap the number of students with proficient scores on the MI-Access assessments. All proficient scores on MI-Access will be included in the achievement calculation.

#### Performance Level Change.

Performance level change (PLC) is a new component for assessing student achievement that was approved for Michigan's use by the United States Department of Education for compliance with NCLB. PLC is important because it provides information about increases in student academic achievement that are greater than expected for one year of school. Because achievement "growth" can be calculated only for subject areas where students are tested in consecutive years, PLC is calculated only for English language arts and math for students in grades 3-8.

Students are counted as proficient if they show more than the expected improvement in their achievement level. This measure is based on the PLC model using scores that fall into the Improvement or Significant Improvement range. PLC allows schools to demonstrate increases in pupil achievement, the result of intensive efforts of students and staff, even though a student is not yet scoring in the proficient range on the MEAP assessment.

PLC enables schools to show their students may not yet be proficient, but achievement is improving. To determine the PLC for elementary and middle schools, the achievement levels (Not Proficient, Partially Proficient, Proficient and Advanced) for all grades for the four core subjects are totaled and students in the top two levels (proficient and advanced) are counted as proficient. Then for English language arts (ELA) and math, the following number of students is totaled:

- Students testing proficient but not improving
- Students improving but not proficient
- Students who are both proficient and improving.

Since Social Studies and Science are not tested annually, the PLC calculation cannot be used for these subjects and student test scores are simply proficient or not proficient. The totals of students in each category of proficient or not proficient are

divided by the total number of students tested to arrive at the percentage of students proficient in each subject area.

#### Proficient or Provisionally Proficient on the Michigan Merit Exam.

At the high school level, no subject area for any student is tested at consecutive grade levels. Therefore, PLC cannot be measured for high schools. Instead, the MI-SAS determines the number of students, based on the Michigan Merit Exam (which includes the ACT, Michigan Content Expectations, and WorkKeys), who are proficient or provisionally proficient. Provisional proficiency uses a standard error measurement to provide greater reliability and to eliminate any false negatives. This is similar to polling data that makes reference to "a margin of error of + or – 4%." The margin of error is applied to student scores that are just below the cut score.

Student achievement is based on the total of achievement levels for English language arts, math, science, and social studies. Then, for each subject, the following number of students is totaled:

- Students testing proficient
- Students provisionally proficient (within a margin of error).

These totals are divided by the total number of students tested to determine the percent proficient.

## **2. Compliance with Michigan Statute.**

The second core element for accountability in the MI-SAS is a school's compliance with Michigan statute. For schools to be accredited, they must comply with basic accreditation requirements in MCL 380.1280 and with the requirement to employ only teachers who hold a valid teaching certificate (MCL 380.1233). The eight statutory requirements appear below.

The MI-SAS will measure compliance by evaluating schools on the following eight questions:

- Do 100% of the school's staff, as required, hold Michigan certification? (MCL 380.1233)
- Is the school's annual School Improvement Plan published? (MCL 380.1204a)
- Are required curricula offered (MCL 380.1204a):
  - Grade Level Content Expectations in grades K-8?
  - Michigan Merit Curriculum in grades 9-12?
- Is a fully compliant Annual Report published? (MCL 380.1204a)
- Have the Performance Indicators or equivalent been submitted through the School Improvement Framework or AdvancED Standards and Assessment Report? (MCL 380.1204a)
- Are literacy and math tested annually in grades 1-5? (MCL 380.1280b)
- If the school was designated for participation in the National Assessment of Educational Progress (NAEP), did the school participate? (MCL 380.1280b)
- Is the high school sixth year graduation rate 80% or above? (MCL 380.1280b and MCL 388.1619)

If the answer to **any** one of these questions is “no” for two consecutive years, its accreditation status is lowered one level even if the “no” is for a different question each year.

### 3. Annual State Accreditation Status.

Student achievement and compliance with Michigan statute are combined to annually assign a state accreditation label for each school. A school cannot be fully accredited if it does not make AYP. As illustrated below, accreditation status will be lowered from accredited to interim for any school year in which the school does not make AYP.

<i>Preliminary Accreditation Status</i>	<i>Final Accreditation Status</i>	
	<b>Makes AYP</b>	<b>Does not make AYP</b>
Accredited	Accredited	Interim
Interim	Interim	Interim
Unaccredited	Unaccredited	Unaccredited

With the closer alignment of accreditation and AYP, schools may be sorted into three categories:

- School is accredited and is making AYP.
- School is in interim status and may or may not be making AYP.
- School is unaccredited and may or may not be making AYP.

Note that state accreditation status is not related to federal Title I funding. A school in need of support and intervention should be treated the same regardless whether:

- It receives Title I funds or not.
- The standards it doesn’t meet are federal or state.

### 4. ADDITIONAL SCHOOL, DISTRICT, COMMUNITY, AND STATE INFORMATION.

In the same way that a car’s dashboard provides gauges with a variety of helpful information, MI-SAS displays various data elements to create a more complete picture of the school. These data elements are clustered into four areas: District Context, People/Programs, Success Indicators, and NCLB Performance. These elements are not included in the accreditation status calculation in the interests of credibility and transparency. That is when a school is unaccredited, it is because of achievement and compliance with statute, not due to other variables. MI-SAS also includes space for the school or school district to report its own “points of pride.”

The District Context shows financial data comparing the district’s per pupil funding with the state average, the average teacher salary, the percent of funds spent on instruction as a percent of operating costs. Enrollment trends for both the building and district are displayed, along with the percentage of students in the building from various feeder schools in the district and their annual state accreditation status.



People/Programs section shows the teacher/student ratio and percent of teachers receiving professional development. The percentage of students enrolled and participating in Career and Technical Education programs is displayed, as well as the percentage of who are “concentrators” (i.e., a secondary student who has completed at least six of the twelve segments and is enrolled in the next segment). Finally, the different student populations served in the building are reported: English Language Learners, students eligible for Free and Reduced Price meals, and students with Special Needs.

The Success Indicators include post-secondary readiness (for high schools) to report the percentage of students who applied to post-secondary institutions, the percent who achieved a college ready score on the ACT, and the percent who achieved a workforce ready score on the WorkKeys assessment. Completion-success rates for high schools are reported for the percentage of students dually enrolled, graduated within six years, or dropped out of school. Schools also show the percentage of students making progress as English Language Learners and the ninth grade promotion rate. Schools may choose other data to report, such as the Title I Distinguished Schools Award or the Blue Ribbon Schools Award. If a school is accredited through AdvancED (parent organization of North Central Accreditation), the accreditation logo appears in this section.

The NCLB Performance section displays required data such as: the percentage of teachers who are highly qualified, the four-year graduation rate for high schools, the attendance rates for elementary and middle schools, whether the building made AYP and its phase (if applicable), whether the building receives Title I funds, and the percentage of students tested.

## **NEXT STEPS**

The process for changing accreditation standards is specified in the Revised School Code (MCL 380.1280(3)). The steps are:

- Distribute proposed standards – an official memo will notify all school districts and public school academies about the proposed new system and a description of MI-SAS will be on the MDE web site.
- Public hearings – public input will be gathered via web-based commentary and presentations at state-wide conferences or meetings.
- Review testimony, revise the standards, and resubmit to Superintendent and State Board – the stakeholder group will be reconvened to recommend changes.
- Submit to House and Senate Education Committees.
- Distribute to all public school districts and public school academies.

The MDE plans to develop the report format for the accreditation system and implement MI-SAS in the 2009-10 school year.

# Michigan's School Accreditation System: *From Education YES to MI-SAS*

2/4/2009



# Education YES! History

- Developed in 2002.
- Catch phrase: Education YES! - *Yardstick for Excellent Schools.*
- Began with accreditation update.
- NCLB/AYP info included.




# Why Redesign the System?

- Consequences of accreditation and AYP are not aligned.
- Current system shifted emphasis from Michigan requirements to federal requirements.
- Michigan's current system needs additional clarity, and usefulness.
- Parents, educators and employers want and deserve an understandable one-stop information system.

# Michigan **Needs More** than NCLB

- NCLB does not distinguish between schools making progress but missing one or two of the 40+ requirements -- and those not making progress and missing many or most.
- Michigan needs an improved way to identify schools that are in critical need of support and intervention.

# Process Used

-  Stakeholder group was convened.
-  Monthly meetings for more than a year.
-  Recommendation made to State Superintendent (10/31/08).

# Overview of MI-SAS

- MI-SAS will be a transparent accreditation system using a dashboard-style report rather than a single letter grade.
- MI standards determine accreditation.
- Recognition of academic progress and success in all core subjects.
- Recognition that 5 and 6 year graduation rates are successes.
- Schools will be able to calculate their accreditation status.

# Components of MI-SAS

## Four components:

-  Student Achievement
-  Compliance with Michigan Statute
-  Annual State Accreditation Status, and
-  Additional School, District, Community and State Information.



# Student Achievement: Proficiency

- Proficiency will be calculated only for those students attending the school for a full academic year.
- Grade 3-9 students will be assigned to the “feeder school” where they learned during the year prior to testing.
- Proficiency is based on MEAP and MI-Access or MME and MI-Access.

# Student Achievement: Performance Level Change

Achievement “growth” can be calculated only where a Grade 3-8 student has been tested in consecutive years (ie, ELA and Math).

Grade X MEAP Achievement		Grade X + 1 MEAP Achievement											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI	SI
	Mid	D	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI
	High	D	D	M	I	I	SI	SI	SI	SI	SI	SI	SI
Partially Proficient	Low	SD	D	D	M	I	I	SI	SI	SI	SI	SI	SI
	Mid	SD	SD	D	D	M	I	I	SI	SI	SI	SI	SI
	High	SD	SD	SD	D	D	M	I	I	SI	SI	SI	SI
Proficient	Low	SD	SD	SD	SD	D	D	M	I	I	SI	SI	SI
	Mid	SD	SD	SD	SD	SD	D	D	M	I	I	SI	SI
	High	SD	SD	SD	SD	SD	SD	D	D	M	I	I	SI
Advanced	Low	SD	SD	SD	SD	SD	SD	SD	D	D	M	I	I
	Mid	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M	I
	High	SD	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M
		SD = Significant Decline			M = Maintaining			I = Improvement			SI = Significant Improvement		
		D = Decline											

# Student Achievement K-8

- Add up achievement levels for all grades for the four core subjects: ELA, Math, Social Studies, and Science.
- For each subject, total:
  - Students testing proficient but not improving,
  - Students improving but not proficient, and,
  - Students who are BOTH proficient and improving.
- Divide by total tested to get percent proficient.

# Student Achievement High School

- Add up achievement levels for the four core subjects: ELA, Math, Social Studies, and Science.
- For each subject, total:
  - Number of students testing proficient, and
  - Number of students provisionally proficient (within a margin of error).
- Divide by total tested to get the percent proficient.

# MI-SAS Accreditation Status

- The following proficiency standards determine a school's status:
  - **ACCREDITED:** No more than one subject below 60% proficient and no subjects below 35%
  - **INTERIM STATUS:** Two or more subjects lower than 60% proficient but not lower than 35%
  - **UNACCREDITED:** One or more subjects lower than 35%

# Compliance with Michigan Statute

- Eight requirements have “yes”/“no” answers
  - 1) Do 100% of school staff, as required, hold MI certification?
  - 2) Is the school’s annual School Improvement Plan published?
  - 3) Are required curricula offered?
    - Grade Level Content Expectations in grades K-8
    - Michigan Merit Curriculum in grades 9-12
  - 4) Is a fully compliant Annual Report published?
  - 5) Have the School Performance Indicators or equivalent been submitted?
  - 6) Are literacy and math tested annually in grades 1-5?
  - 7) Is the high school 6-year graduation rate 80% or above?
  - 8) If the school was selected to participate in NAEP, did the school do so?
- If the answer is “no” (to any question) in two consecutive years, the accreditation status is lowered one level.

# Calculation Example

(Once final will be professionally formatted)

School: **Jones Middle School**

District: Anytown, Michigan

Year: 2007-08

**Accredited**

*Elements Leading to Accreditation Status:*  
**STUDENT ACHIEVEMENT**

	ELA	Math	Science	S Studies
% Proficient	59%	10%	49%	63%
% Positive PLC*		6%	25%	
% Both Prof & PLC+		23%	30%	
Combined Percent	88%	65%	49%	63%

## COMPLIANCE

Teacher Cert  
100%

Plan  
Published

Curriculum

Self  
Assessment

Grad 80%

Report  
Published

Test 1-5

NAEP

### School Explanatory Comments:

Jones' school improvement plan has added "writing across the curriculum" units and believes this will improve its science scores.

\* Performance Level Change

## SCORES

	ELA	Math	Science	Soc Stud
Proficient only	100	17	83	107
Proficient & PLC Both	40	50		
PLC only	10	43		
Not Prof/ Not PLC	20	60	87	63

## Percentages

	Proficient only	Improved only	Both	Total
ELA	100 (59%)	+ 10 (6%)	+ 40 (23%)	= 150 (88%)
Math	17 (10%)	+ 43 (25%)	+ 50 (30%)	= 110 (65%)
Science	83 (49%)			= 83 (49%)
Soc St	107 (63%)			= 107 (63%)

### ASSIGNING STATUS:

- ✓ One subject (Science) is below 60%
- ✓ No subject is below 35%
- ✓ This points to **ACCREDITED**
- ✓ All legal compliance requirements are met, so no downward adjustment is made.

# Calculation Example

(Once final will be professionally formatted)

School: **Smith Elementary**  
 District: Anytown, Michigan  
 Year: 2007-08

## Interim Status

### Elements Leading to Accreditation Status: STUDENT ACHIEVEMENT

	ELA	Math	Science	S Studies
% Proficient	21%	44%	67%	39%
% Positive PLC	4%	11%		
% Both Prof & PLC	29%	20%		
Combined Percent	54%	75%	67%	39%

### COMPLIANCE

Teacher Cert 100%	Plan Published	Curriculum	Self Assessment
Grad 80%	Report Published	Test 1-5	NAEP

### School Explanatory Comments:

Smith's school improvement plan has added literacy and writing units and believes this will improve its English Language Arts scores.

\* PLC = Performance Level Change

### SCORES

	ELA	Math	Science	Soc Stud
Proficient only	105	220	90	50
Improved Only	20	55		
Proficient & Improved	145	100		
Not Proficient or Improved	230	125	45	77
Total	500	500	135	127

### Percentages

	Proficient only	Improved only	Both	Total
ELA	105 (21%)	+ 20 (4%)	+ 145 (23%)	= 270 (54%)
Math	220 (44%)	+ 55 (11%)	+ 100 (20%)	= 375 (75%)
Science	90 (67%)			= 90 (67%)
Soc St	50 (39%)			= 50 (39%)

### ASSIGNING STATUS:

- ✓ Two subjects are below 60% but above 35%
- ✓ This points to Interim Accredited
- ✓ All legal compliance requirements are met, so no downward adjustment is made.



# Calculation Example

(Once final will be professionally formatted)

School: **Brown High School**

District: Anytown, Michigan

Year: 2007-08

**Unaccredited**

## *Elements Leading to Accreditation Status:* STUDENT ACHIEVEMENT

	ELA	Math	Science	S Studies
% Proficient	51%	25%	28%	40%
% Provisional Prof	10%	8%	6%	15%
Combined Percent	61%	33%	34%	55%

## COMPLIANCE

Teacher Cert 100%	Plan Published	Curriculum	Self Assessment
Grad 80%	Report Published	Test 1-5	NAEP

### School Explanatory Comments:

Brown's school improvement plan has added additional supports for students struggling with math and professional development for math teachers.

\* PLC = Performance Level Change




## SCORES

	ELA	Math	Science	Soc Stud
Proficient only	102	50	56	78
Provisional Proficient	20	16	12	29
Not Proficient or Improving	78	134	132	88
Total	200	200	200	195

## Percentages

	Proficient only	Improved only	Total
ELA	102 (51%)	+ 20 (10%)	= 122 (61%)
Math	50 (25%)	+ 16 (8%)	= 66 (33%)
Science	56 (28%)	+ 12 (6%)	= 68 (34%)
Social Studies	78 (40%)	+ 29 (15%)	= 107 (55%)

## ASSIGNING STATUS:

-  Two subjects (Math and Science) are below 35%
-  This points to **UNACCREDITED**
-  All legal compliance requirements are met, so no downward adjustment is made.

# Annual State Accreditation Status

Accredited	Meets Michigan standards and makes AYP
Interim Status	Meets all Michigan standards but does not make AYP OR meets MI standards for Interim, may or may not make AYP
Unaccredited	Does not meet Michigan standards and may or may not make AYP

# Additional School, District, Community, and State Info

## District Context (infrastructure)

- Financial, Feeder-System, Enrollment

## People/Programs (resources)

- Staffing, Program Availability & Participation

## Results (student performance)

- AP/Dual Enrollment, English Language Learners, Dropouts, Grade Retention
- NCA Accreditation (if earned)
- ACT College Readiness, Workforce Readiness

## NCLB/ESEA Report

School: Jones Middle School  
 District: Anytown, Michigan  
 Year: 2007-08

Accredited

Elements leading to Accreditation Status:

### STUDENT ACHIEVEMENT

	ELA	Math	Science	S Studies
% Proficient	59%	10%	49%	63%
% Positive PLC	6%	25%		
% Both Prof&PLC+	23%	30%		

Combined Percent **88** **65** **49** **63**

### COMPLIANCE

Teacher Cert 100% Plan Published Curriculum Self Assessment  
 Grad 80% Report Published Test 1-5 NAEP

### School Explanatory Comments:

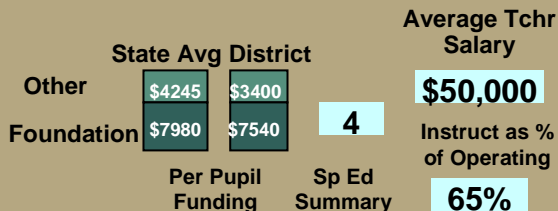
Jones' school improvement plan has added "writing across the curriculum" units and believes this will improve its science scores.

\* PLC = Performance Level Change

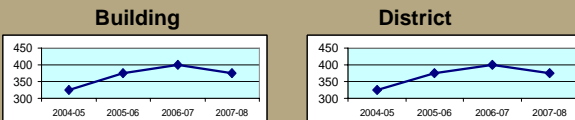
## Other Information Not Used In Accreditation Calculation

### District Context

#### DISTRICT FINANCIAL DATA



#### ENROLLMENT TRENDS



#### FEEDER schools:

Neuroth Elementary (74%) Unaccredited No AYP  
 Bielawski Elementary (12%) Interim Accred AYP  
 Vaughn Elementary (10%) Accredited AYP  
 Other In-district (3%) Other Out-of-district (1%)

### People/Programs

#### STAFFING DATA

Teacher/Student Ratio **1/25**  
 % of Teachers Profess **96%**

#### PROGRAM PARTICIPATION

CTE %: Participating Concentrating Completing  
**NA** **NA** **NA**

#### POPULATIONS SERVED



### NCLB Performance

HQT % **97%** 4-yr Grad Rate Or Elem attend **NA** Made AYP? **Yes**  
 Title I Status **Yes** AYP Phase **0** Students Tested **98%**

### Success Indicators

#### POST-SECONDARY READINESS

Applied to Post-Sec **NA** ACT College Readiness **NA** Workforce Readiness **NA**

#### COMPLETION – SUCCESS RATES

Dual Enrollment **NA** Grad Rate w/ 6 yrs **NA** Dropout Rate **5%**  
 Success w/ Eng Lang Lrnrs **80%** Blue Ribbon School **2008** 9th Grade Promotion Rate **70%**

#### SCHOOL CHOSEN DATA

Title I Distinguished Blue Ribbon School MdGinity At/Above Grade Level **90%**



School: Jones Middle School  
District: Anytown, Michigan  
Year: 2007-08

## DRILLING DOWN BY CLICKING ON DISPLAY ELEMENTS

Accredited

ACCREDITED means this school has one or no subjects in which overall percent of students either GROWING ADEQUATELY or PROFICIENT is less than 60%

*Elements leading to Accreditation Status:*

### STUDENT ACHIEVEMENT

	ELA	Math	Science	S Studies
% Proficient	59%	10%	49%	63%
% Positive PLC	6%	25%		
% Both Prof&PLC+	23%	30%		

POSITIVE PLC means . . .

Combined Percent

This overall percentage includes these results disaggregated by grade:  
Science 3  
Science 4  
Etc.

### COMPLIANCE

Teacher  
Cert 100%

Plan  
Published

Curriculum

Self  
Assessment

Grad 80%

Report  
Published

Test 1-5

NAEP

GRADUATION RATE is calculated by ...  
This school's graduation rate is:

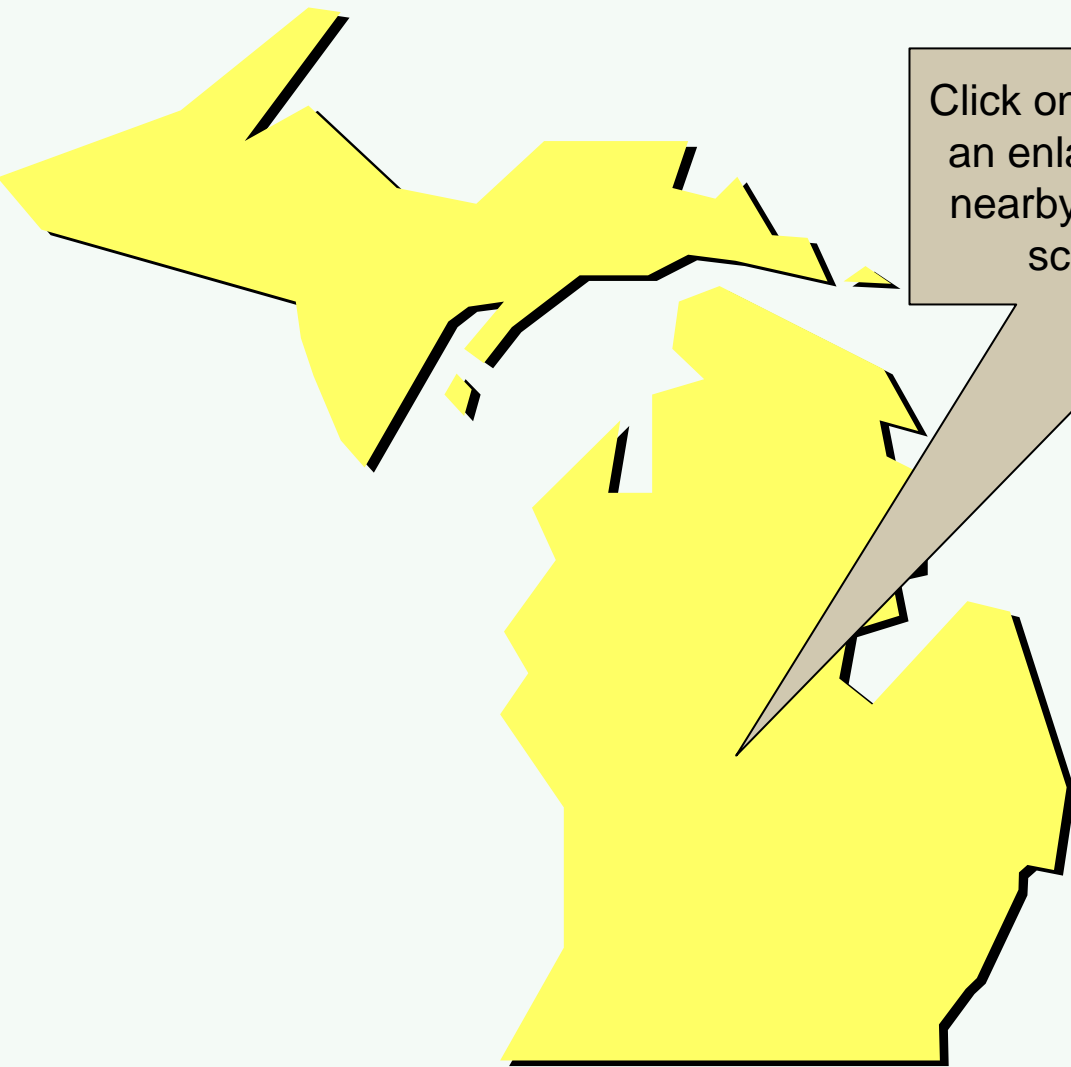
The standard for acceptable graduation rates for MI-SAS accreditation is 80%

### School Explanatory Comments:

Jones' school improvement plan has added "writing across the curriculum" units and believes this will improve its science scores.

\* PLC = Performance Level Change

# Display Includes a Geographic Access Tool



Click on a county to zoom in to an enlarged map. Click on a nearby school to access that school's report card.



# Next Steps

- Distribute proposed MI-SAS standards to all schools
- Gather public input
  - Web-based public input
  - Presentations at state-wide meetings
- Review testimony, revise as needed
- Re-submit to Superintendent and State Board for approval
- Submit to House and Senate Education Committees
- Implement MI-SAS for 2009-2010.



# Thanks to the Referent Group

- Mike Addonizio, Wayne State University
- Ernie Bauer, Oakland Schools
- Greg Bishop, Michigan Association of Secondary School Principals
- Lois Doniver, Michigan AFT
- Bruce Fay, Wayne County RESA
- Kevin Hollenbeck, Upjohn Institute
- Aggie Kubrak, Middle Cities Education Association
- Carolyn Logan, Michigan Education Association
- Bill Miller, Michigan Association of Intermediate School Administrators
- Karen Mlcek, Michigan Association for Supervision and Curriculum Development
- Jamie San Miguel, Michigan Alternative Education Organization
- Kathy Sergeant, North Central Association Commission on Accreditation and School Improvement
- Deb Squires, Michigan Association of School Boards/PTSA
- Tony Thaxton, Michigan Association of Administrators of Special Education
- Kimberly Wells, CMU Center for Charter Schools
- Sue Zurvalec, Michigan Association of School Administrators





# MDE Staff on Referent Group

- Paul Bielawski, Educational Assessment and Accountability
- Jan Ellis, Communications
- Linda Forward, School Improvement
- MaryAlice Galloway, Superintendent's Office
- Linda Hecker, School Improvement
- Fran Loose, Special Education Elaine Madigan, School Finance & School Law
- Joseph Martineau, Educational Assessment and Accountability
- Joann Neuroth, School Improvement
- Bruce Umpstead, Educational Technology
- Betty Underwood, School Improvement
- Sally Vaughn, Deputy Superintendent

# Public Input

 [www.michigan.gov/MI-SAS](http://www.michigan.gov/MI-SAS)

- View PowerPoint, document, video
- Answer survey questions

 [MISASquestions@michigan.gov](mailto:MISASquestions@michigan.gov)

- Email questions
- Podcast update will respond